



Hopeful Transitions Guide

IN NEW BRUNSWICK



Acknowledgements

We respectfully acknowledge the territory in which we learn as the ancestral homelands of the Wolastoqey/ Mi'kmaw/Peskotomuhkati People. These lands are also the contemporary homelands of the Wabanaki peoples. We pay respect to the Wabanaki perspectives and voices who teach us that learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships, and a sense of place). We keep this learning in our hearts as we work towards hopeful futures for our young people. We strive for respectful relationships with the Wabanaki peoples as we search for collective healing and true reconciliation and as we honour this beautiful land together.

Table of Contents

Acknowledgements	02
Chapter 1: HOW TO USE THIS GUIDE	04
YOUR ITINERARY	05
RESOURCE AND RESEARCH DOCUMENTS	06
WABANAKI PERSPECTIVES:	07
Chapter 2: INTRODUCTION TO HOPEFUL TRANSITIONS	09
Chapter 3: EDUCATORS/CLASSROOM TEACHERS	15
Chapter 4: EDUCATION SUPPORT TEACHER - RESOURCE	20
Chapter 5: THE ROLE OF THE SCHOOL COUNSELLOR	25
Chapter 6: SCHOOL-BASED ADMINISTRATORS	30
Chapter 7: THE ROLE OF THE DISTRICT TRANSITION COACH	36
Chapter 8: THE CORE LEADERSHIP TEAM	46
Resources	51
References	51

Chapter 1

HOW TO USE THIS GUIDE

This Guide was developed to support you to ensure that each learner from Grade 6-12 is actively engaged in planning for their post-secondary life. It is accompanied by an online tool—the **Hopeful Transitions** website—that provides numerous resources, lessons, activities, and interventions. The Hopeful Transitions website should serve as your “one-stop-shop” toolkit so you can feel confident you are accessing curated current and relevant resources to enhance the career pathway planning process.

This Guide and the Hopeful Transitions website uses a “travel guide” theme to navigate your professional journey. Just like any journey, there are multiple ways to arrive at a destination, and you will choose the pathway that works best for you in your context. There will be times when it will make sense to take the main highway and follow a predictable route. There will be other times when you will need to go “off road” and explore new and uncharted territory. You may even find yourself needing to take a detour or changing your destination. However you use the Guide, your professional journey will be an exciting adventure for you and your learners.

“
**You are here. And
because you are here...
anything is possible.**”

KOBI YAMADA, FROM *MAYBE*

Before you get too far...



Like any traveller preparing to venture out, it makes sense that you only research and access the information that will be relevant for your journey. While you are always welcome to review the complete Guide, this Guide is NOT intended to be read cover-to-cover.

Your three “must read” sections of this Guide are Chapter 1, Chapter 2, and the chapter that addresses your school-based role.

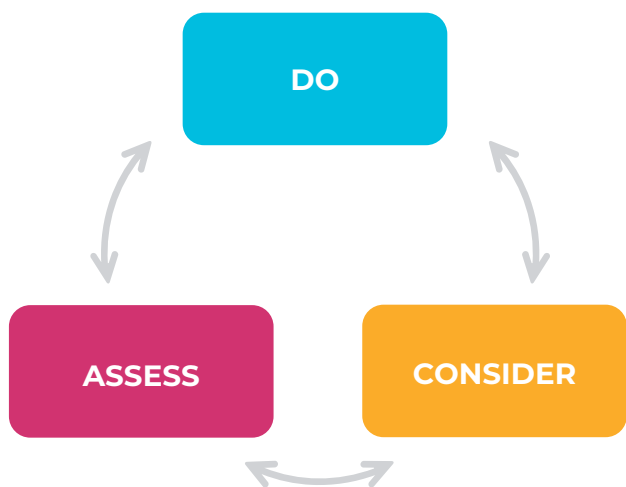
Your Three “Must Read” Sections:

- 1 Chapter 1: HOW TO USE THIS GUIDE**
- 2 Chapter 2: INTRODUCTION TO HOPEFUL TRANSITIONS**
- 3 Your role-specific chapter: GO TO THE CHAPTER THAT REFLECTS YOUR ROLE IN THE SCHOOL.**

Your Itinerary

To begin your journey of supporting each learner in Hopeful Transitions, you will need a map or “itinerary.” Any experienced traveller appreciates that there may be a need to adjust direction along the way, but it is wise to design a route to take you to your preferred destination. Whatever your role within the school community, you’ll find an itinerary on the Hopeful Transitions website to use as your personal “road map.” It will outline important highlights and lead you to the lessons, resources, and tools you will need to navigate a successful journey.

This Guide and the website align with the **New Brunswick Career Education Framework** and the career-connected philosophy of “Thinking, Exploring, Experiencing.” As part of any journey, you will need to have markers along the way where you monitor and assess your status and make any necessary adjustments to keep you on the right track. The Hopeful Transitions website contains filters and key reminders that will serve as signposts for assistance. When you are ready to explore your role, you will see specific actions and supports that match your required responsibilities for you to “Do, Consider, and Assess.”



DO

What do I need to do?
What is my responsibility?



ASSESS

How will I know my learners are actively engaged in career pathway transition planning?
Do any of my learners require additional support?



CONSIDER

What will enhance what I'm doing?
What else do I need to think about?

Resource and Research Documents

The Hopeful Transitions project reflects the foundational principles of both the Anglophone and Francophone education sectors, and it may be helpful to familiarize yourself with the following guiding documents:

ANGLOPHONE SECTOR

- [PORTRAIT OF A LEARNER](#)
- [NEW BRUNSWICK K-12 CAREER EDUCATION STRATEGY](#)
- [NEW BRUNSWICK CAREER EDUCATION FRAMEWORK](#)
- [NEW GRADUATION REQUIREMENTS POLICY 316 ANGLOPHONE](#)
- [NEW BRUNSWICK GLOBAL COMPETENCIES](#)
- [POLICY 322 INCLUSIVE EDUCATION](#)
- [WABANAKI WHOLISTIC LEARNING FRAMEWORK 2022](#)

As part of the Anglophone sector's new graduation requirements (found in the EECD [High School Companion Document](#)), every learner will be required to develop a comprehensive and personalized [Career Life Plan](#) to support their transition pathway planning. Using the myBlueprint digital portfolio online tool, the Career Life Plan will document each learner's personal career journey from as early as possible, highlighting their learning needs, interests, aspirations, and experiences. This Hopeful Transitions Guide and the website will be an additional resource to support this objective.

The Hopeful Transitions model aligns with and enacts global research and advice from the [Organisation for Economic Cooperation and Development \(OECD\): Career Readiness Project](#). Evidence from this project reinforces the need for young people to be well prepared for their preferred futures, by thinking, exploring, and experiencing.

Creating your myBlueprint account:

- 1 Visit your district landing page:
WWW.MYBLUEPRINT.CA/ANGLOPHONESOUTH
WWW.MYBLUEPRINT.CA/ANGLOPHONENORTH
WWW.MYBLUEPRINT.CA/ANGLOPHONEEAST
WWW.MYBLUEPRINT.CA/ANGLOPHONEWEST
- 2 Click School Account Login and sign in with your school credentials
- 3 If you're creating an account for the first time: Select your role and the grades you require access to.
- 4 Select your school from the drop-down list and click Create Account

Wabanaki Perspectives: Piluwitahasuwawsuwakon

Changing attitudes and walking towards the truth

The Mi'kmaw translation is: Piluiankita'suaqn wjit Teliagewey aq Kisaknutmaq

As we work towards honouring and including Wabanaki ways of knowing, understanding, and being, we need to consider explicit and meaningful ways to incorporate the **Wabanaki Framework** into Hopeful Transitions career pathway planning. The Indigenous Principles of Learning align beautifully with the process of planning for a hopeful and inspiring future and should be reflected in the intentions and purpose of the work. For example, you might incorporate a Wabanaki language in the school, or invite an Elder to share Wabanaki content and voice, or incorporate Wabanaki pedagogy into instruction. Depending on where you are situated in New Brunswick, you will want to reach out to your First Nation/Indigenous Education Subject Coordinator and consult with the local First Nations communities to consider how you can authentically engage with local Indigenous cultures, knowledges, and story to embed these principles into the philosophy and delivery of Hopeful Transitions.



PRINCIPLES OF LEARNING



- *Learning is strengths-based.*
- *Learning supports the well-being of the self, the family, the community, the land, and the ancestors.*
- *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on a reciprocal relationship, and on a sense of place).*
- *Learning involves respecting and understanding worldviews.*
- *Learning involves generational roles and responsibilities.*
- *Learning involves the need to recognize or include each other's experiences as valid in identity formation within a cultural group.*
- *Learning recognizes the role of Indigenous knowledges and the knowledges of those on and off First Nation communities.*
- *Learning is embedded and honoured in memory, history, story, and contemporary realities.*
- *Learning involves actualizing one's passions through identity exploration.*
- *Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.*

Reflective Questions:

At the end of each section in this Guide, you will find a set of reflective questions. These questions are intended to be conversation starters and ideas for exploration and are not intended to be evaluative or judgmental. Feel free to choose any or all, as you think about what you have learned in the chapter and prepare to support career pathway transition planning with learners.

Case Studies:

In each section of this Guide, you will find case studies that have been created to spark your thinking and inspire you to explore the website resources and learning activities. While each story is imaginary, they are based on realistic situations you may encounter, and each case study encourages a variety of possible options to support the situation. As you read each case study, ask yourself what would support the person to work their way through the specific career pathway transition planning situation?



Chapter 2

INTRODUCTION TO HOPEFUL TRANSITIONS

Life is a journey. Each of us will find a unique path and venture to places and experience learning that will shape who we are now, and who we will become. Transitions are a part of that journey. Transitions happen when we move from one major milestone to another. It's not an event, but a process of change as diverse as the people who experience it (Mitchell, D. & Sutherland, D., 2020). In the school context, the most obvious transitions are from early childhood to kindergarten, from elementary school to middle school, from middle school to high school, and from high school to post-secondary. Schools transition and welcome new students every day. Some may transition from another local school, while others may be adjusting to a completely new culture and language. **These moments can bring about many changes and challenges, but careful preparation can make these sometimes-overwhelming periods hopeful.**

Planning for transitions is not limited to helping students with career choice. The key to successful transitions is providing students with the knowledge, skills, and abilities to improve their well-being and achieve their life goals. This planning cannot be a one-size-fits-all approach for students. Transition planning is unique to each learner as it is student-centered.

HOPEFUL Transitions moves beyond navigating transitions and focusses on proactive planning to foster positive emotions about the future. Before unpacking this concept in detail, we need to first explain some key terms that you will use often.

“ Sometimes it is the journey that teaches you a lot about the destination.

DRAKE

Career describes each learner's journey through life, learning, and work.

DEFINITIONS

CAREER DEVELOPMENT

“The lifelong process of managing learning, work, leisure, and transitions to move toward a personally determined and evolving preferred future.” (*Canadian Standards and Guidelines for Career Development Practitioners, 2012, p.2*)

CAREER CONNECTED LEARNING

The process of actively engaging learners from K-12 across all curricular areas in thinking, exploring, and experiencing to reflect on their preferred futures. Career Connected Learning incorporates social emotional learning, labour market information, experiential learning, financial wellness, and global competencies.

TRANSITION PLANNING

An intentional process of personal self-reflection to design an individualized roadmap that respects the learner’s hopes and needs and prepares them for their future, whichever path they may choose.

CAREER PATHWAY TRANSITION PLANNING

The coming together of Career Connected Learning, career development, and transition planning. This is an active process of self-discovery during which the learner is supported to explore information, resources, and experiences that will assist them in charting options for realizing personal hopes and goals in school and beyond.

UNIVERSAL DESIGN FOR CAREER PATHWAY TRANSITION PLANNING

Creating accessible opportunities as they relate to career pathway transition services. Creating links between the academic content and career pathway transition planning, instruction, and goals.

WHAT IS A HOPEFUL TRANSITION?

Our world is changing rapidly, and today’s learners will experience many transitions. To best position them with the skills, knowledge, and abilities for future success, we must recognize the importance of transition planning for each student. Every learner deserves a hopeful transition—one that encourages self-determination—to obtain employment and/or pursue their education, improve their economic and social well-being, and achieve their preferred future.

“Hope can be described as the perceived ability to walk certain paths leading to a desired destination, and helps people stay motivated when walking these paths.”

C. R. Snyder

Click here to learn more about [SNYDER’S FRAMEWORK FOR HOPE THEORY.](#)

Hopeful Transitions emphasizes the role that positive mental health and well-being plays in ensuring that young people have an optimistic view of the future. Snyder’s Hope Theory incorporates pathways thinking and agency thinking. It explains that people who anchor their thinking about the future to specific **goals**, believe in their own capacity (**agency**), and can imagine the steps or **pathway** for achieving their goals, are more hopeful.



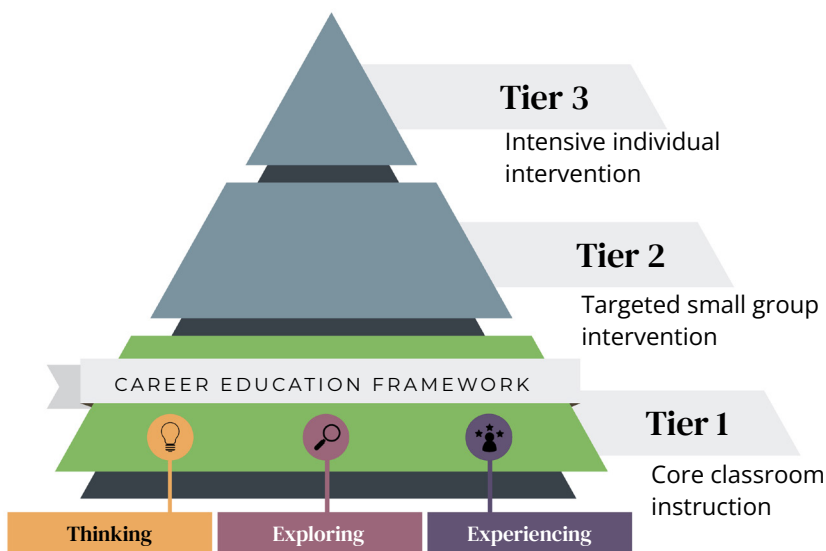
A Hopeful Transition is one that supports positive thinking and emotions about achieving goals, and views barriers as challenges and not roadblocks. In their book, *Strengthening Mental Health Through Effective Career Development: A Practitioner’s Guide*, Redekopp and Huston (2020) provide a compelling case for the link between mental health and career development.

Simply put, a hopeful transition is a positive mental health intervention. If we believe that every learner deserves a hopeful future, it follows that personalized career pathway transition planning should be universally accessible to all.

The “Hopeful Transitions” model is a new direction in career pathway transition planning, based upon the principles of the Response to Intervention (RTI) Model. Historically, the RTI Model has been associated with literacy and numeracy intervention, not career pathway transition planning.

“Career development interventions and processes strengthen mental health and can create protective factors against mental illness.”

(Dave E. Redekopp and Michael Huston)



View the **New Brunswick Personal Wellness Curriculum** to focus on developing positive mental health and how it relates to career pathway transition planning.

GRADE 9

GRADE 6-8

The principles of the RTI model apply well, because traditionally, transition planning and career decision-making have not been equitable for all learners in access or delivery. A variety of barriers and factors have prevented a universal approach to career pathway transition planning. As you work through this Guide, you will continually need to consider your learners' unique needs and who may be facing barriers. Students can be marginalized for many reasons, and their disadvantages may be hidden. For example, as you plan, think about language, ethnicity, gender identity, race, socio-economic status, exceptionalities, mental health, physical challenges, family dynamics, and more. **Hopeful Transitions aims to identify and interrupt systemic inequities to provide equitable opportunity and agency for all.**

A Tier 1 (intended for all students) universal application of Career Connected Learning is foundational and required of **every educator**. The tiered approach allows educators to adjust the level of interventions and supports for each learner according to their unique needs. Every person in the school community actively contributes to and shares responsibility for Tier 1 support. The actioning may look different depending on each person's role within the school, but this is a collective responsibility.

Tier 1 Hopeful Transitions supports will NOT be an "add-on" for anyone. **Career Connected Learning exists in every curricular area K-12.** It will be the role of all educators to recognize which learners require additional supports and respond by connecting those learners with Tier 2 level enhancements. Finally, there will be a small number of learners that need targeted intervention at Tier 3 to achieve their hopeful transition. Specific examples of how schools can differentiate the supports will be provided in later sections of this Guide.

Tier 1 Hopeful Transitions supports will NOT be an "add-on" for anyone.



Universal Design is "the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design."

Center for Universal Design

Indigenous Principles of Learning

"Learning supports the well-being of the self, the family, the community, the land, and the ancestors."

Reflective Questions:

1. *What support(s) did YOU receive in career pathway transition planning?*
2. *Who was the person(s) who had the most influence in your career pathway planning?*
3. *What was it that they did to provide that impact?*
4. *What support do you wish YOU had in high school that you did not receive in terms of career pathway transition planning?*
5. *What barriers and challenges do students in your school face when preparing for the future?*

Case Study:

Kennedy attended a rural school in New Brunswick. As a soon-to-be educator, she is now learning about Career Connected Learning and Hopeful Transitions. While discussing, Kennedy shared that she did not feel prepared for her transition to post-secondary. She explained that she entered a Bachelor of Science degree having never physically been in a science lab. She felt overwhelmed and underprepared for the choice she had made. She wished she had had more opportunities to explore, experience, and think about the post-secondary options she had available to her. Further, she wondered how students such as her – in rural areas of New Brunswick – can access some of the experiences that may not be available within their school and/or community.

Questions:

Can you imagine some Hopeful Transitions interventions that could have been provided to Kennedy and those students who find themselves in similar situations today?

*What is one resource and/or learning activity on the **Hopeful Transitions website** that could be of support?*



Where to next?



Now, it is time to **GO directly to YOUR chapter of this Guide** and learn more!

Role-Specific Chapters:

Chapter 3:

EDUCATORS/CLASSROOM TEACHERS

Chapter 4:

EDUCATION SUPPORT TEACHER - RESOURCE

Chapter 5:

SCHOOL COUNSELLORS

Chapter 6:

SCHOOL-BASED ADMINISTRATORS

Chapter 7:

DISTRICT TRANSITION COACH